



KARRATHA SENIOR HIGH SCHOOL

2027



YEAR 8

CURRICULUM HANDBOOK

CONTENTS

INTRODUCTION.....	3
CURRICULUM OVERVIEW.....	4
ASSESSMENT AND REPORTING.....	5
STUDENTS WITH A DIAGNOSED DISABILITY	6
STUDENT WELLBEING.....	7
STUDENT WELLBEING COORDINATOR	7
YEAR COORDINATORS	7
SCHOOL DRESS CODE.....	7
MOBILE PHONE & HEADPHONES POLICY.....	8
CONTRIBUTIONS AND CHARGES IN SCHOOLS: A Guide for Parents	9
SUMMARY	10
EXTRA COST OPTIONS	11
CONDITIONS OF ENROLMENT	11
WHO CAN HELP YOU	12
YEAR 8 MESH SUBJECT DESCRIPTIONS	13
ENGLISH	13
MATHEMATICS	13
HUMANITIES & SOCIAL SCIENCES (HASS)	14
SCIENCE	15
HEALTH & PHYSICAL EDUCATION	17
LANGUAGES OTHER THAN ENGLISH (LOTE) - AUSLAN	17
TECHNOLOGIES	17
THE ARTS	19
STARS FOUNDATION.....	20
CLONTARF	21
SUBJECT SELECTIONS ONLINE	222

INTRODUCTION

Welcome to Karratha Senior High School, a school that prides itself on being able to cater for the needs of all students. We strive to shape futures, by developing the potential of every student and empower them to make positive choices in their lives, as contributing citizens. For those who are already associated with our school, you will appreciate what a great school we have, the amazing opportunities offered to all students and the dedication and commitment of staff. To those new arrivals, welcome, and I am confident you will realise what a great choice you have made in becoming part of the Karratha Senior High School community.

The information contained in this booklet introduces you to the subjects offered to students in 2027. There is also additional information on other aspects of the school, including the support services and programs we have in place, to help ensure a warm and inclusive environment for all students. Information on contributions and charges is also detailed in this booklet, so you are fully aware of your financial obligations.

The subjects and programs offered are designed to meet the needs of all students. Clear pathways are structured so students can select subjects which will allow them to develop the skills and knowledge to actively engage in their learning and prepare them for Years 11,12 and beyond school 'Towards Tomorrow'.

As a school, we are committed to developing strong ongoing partnerships with parents/caregivers because we know that working together in the education of your child, will deliver more positive outcomes. Please take the time to read all the information in this booklet. I am confident you will get a real sense that at Karratha SHS we can offer an education for your child that is supportive, comprehensive and challenging.

We look forward to working with you, and in providing outstanding educational opportunities for your child.

Regards



Ashley Eversden
PRINCIPAL



CURRICULUM OVERVIEW

WESTERN AUSTRALIAN CURRICULUM

The Western Australian Curriculum is fully implemented at Karratha SHS, which is a mandated requirement for all WA schools. The WA Curriculum provides a comprehensive set of prescribed content and achievement standards. We use these to plan student learning programs, assess student progress and report to parents. The learning areas encompassed by the Western Australian Curriculum are English, Mathematics, Science, Humanities and Social Sciences, Health and Physical Education, Technologies, The Arts and Languages.

General capabilities in the Western Australian Curriculum encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully. The general capabilities are addressed through each learning area at Karratha SHS and are embedded in all learning programs.

The general capabilities are:

- Literacy
- Numeracy
- Digital Literacy
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding



ASSESSMENT AND REPORTING

Student achievement will be assessed in each program of study. Assessment will be carried out continuously and will be a measure of student progress towards attaining the outcomes of the subjects being studied. Typical assessment methods are written and practical tests, assignments, models and projects, experiments and portfolios.

Teacher judgements about student performance are based on knowledge of students' work that is gained over time and in a range of situations. Each assessment contributes to a cumulative evaluation of student performance.

The school will provide regular reports on student achievement throughout the year. These will comprise:

- ✓ a progress report towards the end of Term 1;
- ✓ a Semester 1 report; and
- ✓ a Semester 2 report.

Parents can also monitor their child's progress by contacting individual classroom teachers or Student Wellbeing team at any time and can access classroom assessment results via Connect.

There are two parent day meetings throughout the year where staff are available, by appointment, to specifically discuss individual student progress. Parents will be made aware of these in due course.

CONNECT

Connect is an online learning environment that students can use to access information and course materials regarding their subjects, and parents can use to monitor their child's progress at school. Connect allows students and parents to communicate easily with teachers, stay informed with their learning anywhere at any time, securely access assessments and feedback, and engage in their learning outside of the classroom.

Students can log into Connect at school or home using their normal student username and password. Parents can log in using a department-supplied secure username to access their child's Connect classes and see their child's results on assessments and daily attendance. Parents will need to supply the school with an email address in order to receive their login details for Connect.

Formal school reports are made available to parents through Connect at the end of Semester 1 and the end of the year. Parents will receive an email notification that the report is available for download.

The school also uses Compass for excursion consent and absences with further capabilities to be expanded in future years.



STUDENTS WITH A DIAGNOSED DISABILITY

We are committed to creating an inclusive learning environment where every student feels valued, supported, and able to succeed. At Karratha Senior High School, students with disability are supported through personalised learning pathways based on their individual strengths, needs, and capabilities. This may include mainstream classes, the Inclusive Learning Unit (ILU), or a combination of both.

As an inclusive school, many students with disability participate fully in mainstream classes with support through individualised Special Educational Needs (SEN) plans developed in collaboration with families, teachers, and support staff. These plans outline personalised goals and strategies to support curriculum access, participation, and achievement. Classroom adjustments are made to meet individual learning needs and, where required, Special Needs Education Assistants provide additional support in class.

Students in Years 7–12 within the ILU engage in Maths, English, Science and HASS subjects through the Western Australian Curriculum, including ABLEWA with learning programs modified to suit individual ability levels. Students also participate in ASDAN programs teaching life skills. There is a strong emphasis on literacy and numeracy development across all learning areas. Evidence-based programs such as Spelling Mastery and StepsWeb are used to strengthen reading and writing skills.

Beyond academic learning, the ILU supports students to build independence, develop practical life and community access skills, and explore future career pathways. Programs also place a strong emphasis on health and wellbeing, emotional understanding, and self-regulation, helping students build confidence and develop the skills needed for everyday life and future success beyond school. As part of this preparation, Year 10 students participate in the Keys for Life program.



STUDENT WELLBEING

The Student Wellbeing team works to meet the diverse needs of our students. The team promotes personal, academic and social excellence among students and staff and discourages those influences that can work against the attainment of these standards. The team provides holistic support to assist students in achieving their academic and personal potential. When students feel that they belong and are part of a school they are more likely to commit, attend and achieve success. Karratha SHS has over 1200 students who all have social, physical, mental/emotional needs met. The Student Wellbeing team are focussed on making students feel welcome and safe at school.

The Student Wellbeing team includes the following staff/services:

- Deputy Principals x 3 (Years 7/10, 8/11 and 9/12)
- Student Wellbeing Coordinators x 3 (Years 7/10, 8/11 and 9/12)
- Year Coordinators x 6
- School Officers x 2 (Student Wellbeing Reception)
- School Nurse
- School Psychologists x 3
- Chaplain
- Student Support Officers x 5
- Attendance Officers x 2
- Aboriginal and Islander Education Officers (AIEOs) x 5
- Stars Foundation (Indigenous & Torres Strait Islander girls) x 6
- Clontarf Foundation (Indigenous & Torres Strait Islander boys) x 7

STUDENT WELLBEING COORDINATOR

The Student Wellbeing Coordinator works with students and their role is to help mediate and support students with any issues they may have with their education and social/emotional wellbeing. Teachers, students and parents can make referrals to the relevant SWB Coordinator so that support can be provided on an individual basis.

YEAR COORDINATORS

Year Coordinators play an important part in the provision of support and care for students at Karratha SHS for a specific year group. In particular, they have a pivotal role in promoting a positive atmosphere, the value of care, and the school's "*Towards Tomorrow*" motto.

SCHOOL DRESS CODE

The school dress code is endorsed by the School Board and completion of the enrolment form implies an acceptance of and adherence to the school dress code regarding uniform. This policy is in place for the safety of all students. We are proud of our dress code and students in our school uniform are readily identifiable in our community. All items of school dress code are available for purchase at the school.

- Students in Years 7 to 10 wear a red and navy shirt.
- Students in Years 11 and 12 wear a white and navy shirt.
- All Students wear school shorts or school pants.
- School Jumper
- Sports Faction Shirt
- Enclosed shoes



MOBILE PHONE & HEADPHONES POLICY

At Karratha Senior High School we have phones and headphones off and away all day, between the hours of 8:20 – 2:30.

All students are aware of this behaviour expectation, reminders will be a part of classroom entry procedures. If a student has a mobile phone or headphones visible the procedure is as follows:

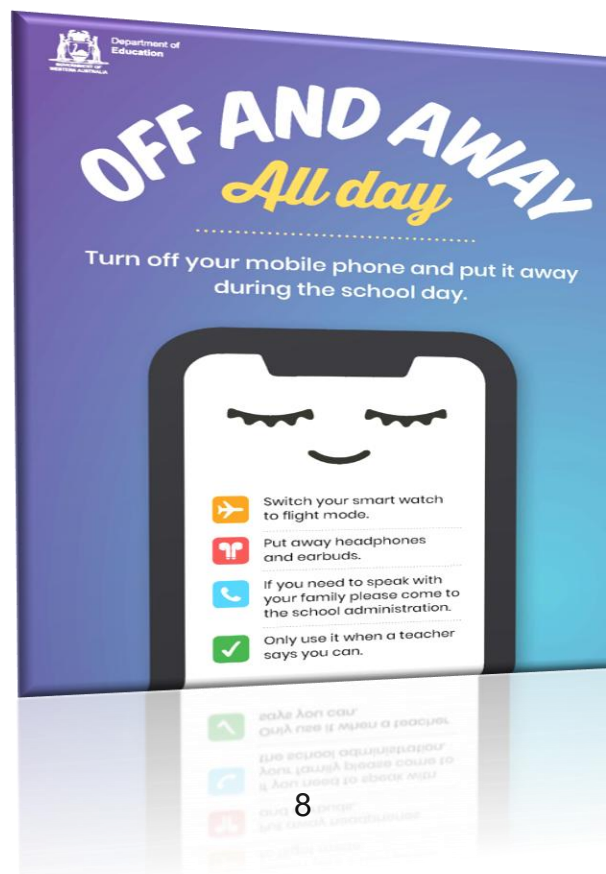
1. The student will be asked to turn off their phone or take out headphones and hand over to the teacher.
2. The phone will be placed in an envelope and the teacher will complete all details required on envelope.
3. The teacher will take the completed envelope with the phone/headphones to the Administration Office front desk before 2pm.
4. The administration staff will record the student's name and keep the envelope in a filing cabinet for the day.
5. Teacher will enter as Minor behaviour – Minor E-breach on Compass
6. Confiscation 1 and 2: the student can collect their phone/headphones at the end of the day.
7. Confiscation 3: The parent will need to collect the phone/headphones at the end of the day and for all subsequent confiscations. Administration staff will email the relevant Year Co, SWB Coordinator and Deputy Principal to contact the parent.
8. Further actions will be put in place for repeated confiscations.

If a student refuses to follow a teacher's instructions, then the KSHS PBS Response and Referral pathway will be followed, and further consequences will apply.

As per the Department of Education Mobile policy (poster below) there may be circumstances where students can use their phone/headphones.

Exceptions need to be approved by a HOLA, SWB Co-ordinator, Deputy Principal or Principal are:

- Completion of tasks that cannot be completed on a computer or laptop.
- As part of a student's individual support plan.



CONTRIBUTIONS AND CHARGES IN SCHOOLS: A Guide for Parents

PARENT contributions go towards the cost of certain materials, services and facilities directly used or consumed by students. These contributions assist schools in the provision of textbooks or text material.

CONTRIBUTIONS

The school can request a contribution of up to \$235.00 per student per year in Years 7 to 10.

This contribution is towards the cost of providing an educational program that meets the requirements of the curriculum framework. The contributions collected from parents are used towards providing materials, services and facilities directly used or consumed by students, including hire of textbooks or the provision of text material.

The School and School Board approve the level of contributions. The costs are detailed on the school contributions and charges list.

This contribution is voluntary.

Schools offer a range of payment options to assist parents. Please discuss this with the Manager Corporate Services.

For parents of secondary students who have a Family Health Care Card the contribution can be reduced by applying through the Secondary Assistance Scheme. This scheme provides payment towards the parent contribution as well as a clothing allowance. Application forms are available at the school.

Where students elect to participate in extra cost optional components (including post-compulsory), compulsory charges will apply.

CHARGES

Charges apply to high cost options (called extra cost options) in Years K to 10 that are alternative to parts of the program covered by the contribution. Students can opt to select these.

Extra cost options are also specific activities, services or facilities that schools offer for students to use or take part in. Excursions such as camps, the school yearbook and school social activities are examples. Students opt to take part in these activities or use the services or facilities. The charge associated with the provision of these activities, services or facilities must be paid. The charge covers the cost of providing the service or running the activity.

The School and School Board approve the level of charges. The costs are detailed on the school contributions and charges list or our School Website.

All Senior School courses or programs are treated as extra cost options; charges apply and must be paid by end of Term 1 or a Payment plan is put in place.

Please discuss this with the Manager Corporate Services. For parents who have a Family Health Care Card the Senior School charges can be reduced by applying through the Secondary Assistance Scheme. This scheme provides payment towards the course charges as well as a clothing allowance. Application forms are available at the school.

Parents are also responsible for the provision of a student's personal items. Where students wish to make use of other optional services provided by the school they will be liable for the costs.

OTHER COSTS

Personal items

These are personal items that students need to own. The list is detailed and provided to parents with the school contributions and charges list. This can be found on our School Website.

These can be purchased from any supplier.

The School and School Board approve this list.

Other services

These are services or facilities which students might choose to use. Schools make provision for these on a cost-recovery basis. Examples include the provision of photocopying facilities and printing facilities for computer-generated assignments and Internet downloads over and above that provided as part of course allocations.

SUMMARY

The Australian Government provides a comprehensive education that satisfies the requirements of what is determined through the School Curriculum and Standards Authority for all students throughout Western Australia. Government funding is provided to schools for the operating costs associated with the education of students. The costs include salaries of teaching and administrative staff, school buildings and facilities and certain materials. This provision accounts for a significant part of the total State budget. Some school communities also supplement the funds available to them through local fundraising.

Parents are also reminded that there are additional approved charges which are for the P & C contributions, year book, printing and library costs.

Families may qualify for financial assistance to help with the costs of schooling. If parents have a Centrelink Health Care Card, Pensioner Concession Card or Veterans Affairs Pensioner Concession Card valid from the first day of the school year, they can collect a form from the front office and show their current card. This should be carried out at the commencement of the school year.

The allowances are:

- Secondary Assistance Scheme – an allowance of \$235.00 to be taken off contributions and charges
- Secondary Assistance Scheme (Clothing) – an allowance of \$115.00 which is sent to the parent for uniforms.
- Abstudy for Aboriginal & Torres Strait Islander students (application through Centrelink – see the Manager Corporate Services).

EXTRA COST OPTIONS

It is a requirement of the Department of Education that students are able to be provided a study program of Maths, English, Science and Humanities & Social Science (MESH Subjects) within the maximum voluntary contribution of \$235.00. Should students wish to study other subjects that may be classified as “extra cost options”, a further compulsory charge is applicable. This charge generally covers the cost of consumable items.

In order to gauge if there is an appropriate number of students selecting “extra cost options” for the subjects to be placed on the school timetable for 2026, the school requests that **parents pay a deposit of \$150.00 for such subjects** when completing the Subject Selection Sheet.

Possible additional costs not currently included.

Throughout the year, your child may be interested in participating in additional activities that become available but have not been planned for. Whilst it is not compulsory for students to attend such activities, should these be available, the costs listed below may provide some guide as to the costs associated with such activities.

EXTRA COST OPTIONAL COMPONENTS OF EDUCATIONAL PROGRAMS

Description	Approximate Costs
Camps	Up to \$200.00 per camp**
Advance Sport Camp	Up to \$250.00**
Leadership Camp	\$250.00
Classroom Excursions	\$20.00 - \$80.00
Competitions	\$15.00
Interschool Sport Carnival	up to \$90.00
School Photographs	\$20.00 - \$85.00*
Visiting Performers	\$20.00 - \$40.00
Instrumental Music Lessons	Instrument Hire \$125.00
School Band	Band Shirts \$40.00

*Price varies depending on photo packages purchased

**Price may vary

CONDITIONS OF ENROLMENT

1. Although the school makes every effort to accommodate each student's preferred program, organisational and resourcing issues may result in students having to re-select a subject. You will be informed should this eventuate.
2. At Karratha Senior High School, we make every attempt to assist parents in making the most appropriate selections to qualify your child for future study or desired career choices and that these subjects are within the students' capabilities

WHO CAN HELP YOU

Teachers are able to provide valuable advice and guidance to assist students in Years 7 at Karratha SHS. If you have any general queries whatsoever, please feel free to contact the school.

The contact names of all relevant staff are included below.

CONTACT LIST:

Deputy Principal – Years 7 & 10	Mrs Gemma Garbutt
Deputy Principal – Years 8 & 11	Mrs Stacey Gordon
Deputy Principal – Years 9 & 12	Mrs Deb English
Student Wellbeing Coordinator – Years 7 & 10	Mr Denis Niven
Student Wellbeing Coordinator – Years 8 & 11	Ms Chloe Garner
Student Wellbeing Coordinator - Years 9 & 12	Mrs Maggie Riley
English	Mrs Kate Fulton
	Ms Katelin O'Shea
Mathematics	Mr Nick Riley
Health & Physical Education	Mr Eoin Kavanagh
Science	Mr Dhivhar Sri Ranjan
Humanities & Social Sciences	Mr Peter Sharpe
Technologies	Mr Alan Shepherdson
The Arts	Ms Isabelle Gillians
Inclusive Learning Unit	Ms Rebecca Garfield

T: (08) 9182 6900
E: karratha.shs@education.wa.edu.au
Lot 520 Dampier Road, Karratha 6714



YEAR 8 MESH SUBJECT DESCRIPTIONS

ENGLISH

\$35.00

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes.

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes.

Students will engage with a variety of texts for enjoyment. They will listen to, read, view, interpret, evaluate and perform a wide range of texts. They will also study texts designed to inform and persuade. Texts will include various types of media texts including newspapers, magazines and digital texts, novels, non-fiction texts, comics, cartoons, poetry, fairy tales, myths and dramatic performances.

Texts studied in Year 8 support and extend students. Such texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts represent information about a wide range of specialised topics and text structures are more complex

MATHEMATICS

\$35.00

Mathematics develops each student's mathematical skill, understanding and reasoning.

KEY CONCEPTS

Number and Algebra: Number and algebra are developed together, as each enriches the study of the other. Students explore the magnitude and properties of numbers and apply a range of strategies for computation and understand the connections between operations. Patterns are recognised and students develop an understanding of the concepts of variable and function. They build on their understanding of the number system to describe relationships and formulate generalisations. They recognise equivalence and solve equations and inequalities. They apply their number and algebra skills to conduct investigations, solve problems and communicate their reasoning.

Measurement and Geometry: Students develop an increasingly sophisticated understanding of size, shape, relative position and movement of two-dimensional figures in the plane and three-dimensional objects in space. They investigate properties and apply their understanding of them to define, compare and construct figures and objects. They learn to develop geometric arguments. They make meaningful measurements of quantities, choosing appropriate metric units of measurement. They build an understanding of the connections between units and calculate derived measures such as area, speed and density.

Statistics and Probability: Students recognise and analyse data and draw inferences. They represent, summarise and interpret data and undertake purposeful investigations involving the collection and interpretation of data. They assess likelihood and assign probabilities using experimental and theoretical approaches. They develop an increasingly sophisticated ability to critically evaluate chance and data concepts and make reasoned judgments and decisions, as well as building skills to critically evaluate statistical information and develop intuitions about data.



HUMANITIES & SOCIAL SCIENCES (HASS)

\$35.00

The Humanities and Social Sciences learning area covers study of **History, Geography, Economics and Careers**, and **Civics and Citizenship**. The program has been structured to include both understanding and skills required for each unit and has been mapped to prepare students to undertake Senior School courses thereafter.

History: History promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. Through History, students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. History, as a discipline, has its own methods and procedures which make it different from other ways of understanding human experience.

The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations and communicate effectively.

Geography: Geography integrates knowledge from the natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for that world, and propose actions designed to shape a socially just and sustainable future.

Geography uses an inquiry approach to assist students to make meaning of their world. It teaches them to respond to questions in a geographically distinctive way, plan an inquiry; collect, evaluate, analyse and interpret information; and suggest responses to what they have learned. They conduct fieldwork, map and interpret data and spatial distributions, and use spatial technologies.

Economics and Careers: Economics and Careers develops the knowledge, understanding and skills that will inform students about the economy and encourage them to participate in and contribute to it. The curriculum examines the aspects that underpin decision-making at personal, local, national, regional and global levels. Students learn to appreciate the interdependence of decisions made, as well as the effects of these decisions on themselves, consumers, businesses, governments and other economies.

The Economics and Careers curriculum is informed by four organising ideas that help in developing students' economics and business knowledge, understanding and skills; resource allocation and making choices; the business environment; consumer and financial literacy; and work and work futures. At the same time, students are exposed to and encouraged to develop enterprising behaviours and capabilities such as embracing change; seeking innovation; working with others; showing initiative, flexibility and leadership; using new technologies; planning and organising; managing risk; and using resources efficiently.

Civics & Citizenship: The civics component of the Year 8 HASS course explores the ideas of democracy and democratic values, the Westminster system of government, participation in a democratic society and rights and responsibilities. Australian values such as freedom of expression and multiculturalism are also a focus of study.

The law component of the course investigates justice before the courts and how new laws are made through the legislative process, responding to changes in society over time to reflect the values of modern Australia.

SCIENCE

\$45.00

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives.

The Year 8 science course involves both practical and theory work based around Science Inquiry Skills, Science as a Human Endeavour and the four key content areas of science understanding. These three components are interrelated.

Science Inquiry: Involves identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting evidence; and communicating findings. Activities are hands-on practical learning activities that, at times, use specialised equipment in science laboratories.

Collaborating and Applying: Through science, humans seek to improve their understanding and explanations of the natural world. Science influences society by posing, and responding to, social and ethical questions, and scientific research is itself influenced by the needs and priorities of society. Research assignments are part of this component.

Science Understandings

Biological Sciences: Science of the living world. Students will discover the science of living organisms.

- Cells, organs, systems and coordination within living organisms

Chemical Sciences: Science of matter. Students will discover the science of the matter which makes up our world.

- Physical and chemical change
- Particle model relating to solids, liquids and gases
- Elements, compounds and mixtures

Earth and Space Sciences: The science of Earth's dynamic structure and its place in the cosmos. Students will discover the science of our planet and its place in the universe.

- Geology

Physical Sciences: The science of forces and motion, and matter and energy. Students will discover the science of the physical world.

- Potential and kinetic energy
- Energy transfers and conservation



HEALTH & PHYSICAL EDUCATION

\$60.00

Health and Physical Education provides students with the opportunity to demonstrate and develop their Personal, Social and Community Health alongside their Activity and Movement Skills enabling them to make informed decisions for a healthy and active lifestyle. Students develop their skills to enable their confident participation in physical activity now and as lifelong participants.

KEY CONCEPTS

Year 8 Physical Education

- Basketball, Netball, Cricket, Athletics, Hockey and Touch

Year 8 Health

- Respectful relationships
- Sexual Health and Body Image
- Smoking Drugs and Alcohol
- Australian and Community Health Issues

Success in Health and Physical Education in Lower School provides students with the opportunity to represent Karratha Senior High School at many different interschool events across the Pilbara region.

All students require a sports shirt in their house colour for all Physical Education classes.

LANGUAGES OTHER THAN ENGLISH (LOTE) - AUSLAN

\$25.00

Auslan is short for Australian sign language and is used as a communication tool by those who are deaf, or hard of hearing. It's a visual language that uses hand gestures, body movements and facial expressions to convey meaning. Students are engaged and excited to be learning this language and have the opportunity to learn to communicate with members of the Australian deaf community. It can also help students with communication issues, to express themselves without using written or spoken words.

In Year 8, students will continue to build on their conversation skills. This will include learning about different greetings, asking questions and providing responses. Students will learn to describe animals, people, hobbies, family, animals, colours, clothes, things found in a house.

Auslan is recognised as an additional language in the Australian curriculum. Additional information about Auslan as a language taught in schools can be found on the Australian Curriculum Website at <https://www.australiancurriculum.edu.au/f-10-curriculum/languages/auslan/introduction/>.

TECHNOLOGIES

Technologies subjects for Year 8 students will be pre-selected. **All students in Year 8 will study Design & Technologies (Materials Specialisation) or Design & Technologies (Food and Textiles) for one semester** and Digital Technologies/STEM through a course called Digital Enterprise which will run over the year. Students who had the opportunity to study Materials Specialisation in Year 7 will study Food and Textile in Year 8, and visa versa. These courses are designed to give students an introduction to a broad range of materials and design processes.

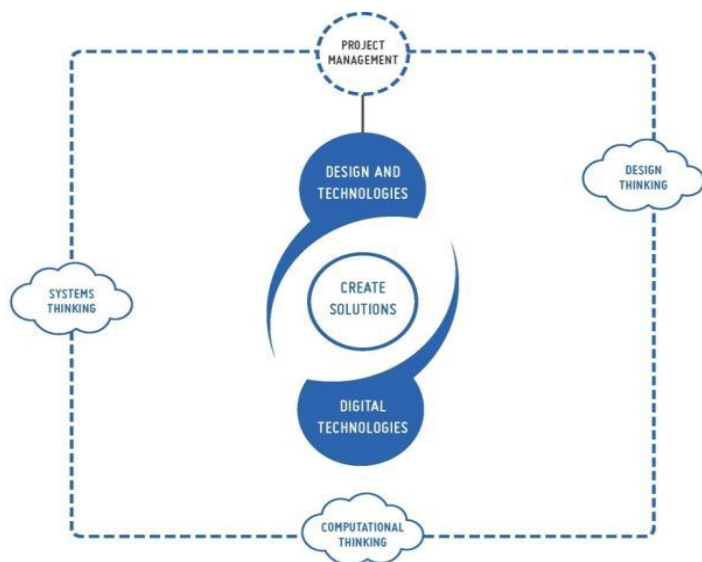
Design & Technologies (Materials Specialisation) - \$55

Students are given the opportunity to design and produce various articles using wood, metal and plastics, whilst learning hand skills and some workshop machine usage. Students are introduced to the Design Process and this is incorporated into their Design and Technology projects.



Design & Technologies (Food & Textiles) - \$40

Students study food specialisation for one term and textiles for one term. All students are encouraged to use their creative flair to help in their design and production of projects. Students have the opportunity to be innovative, adaptable and reflective to create solutions for short and long term societal and environmental problems.



Digital Technologies - \$30

Digital Technologies focuses on developing understanding and skills in STEM, whilst creating a range of solutions through problem solving, creativity, Microbit coding, game design, group work, interactive web applications and robotics. Students will acquire the skills of collaboration, critical thinking, creativity and problem solving as they engage with a wide range of information systems to broaden their experiences and involvement in local, national, and global initiatives



THE ARTS

All students in Year 8 must study one Performance Arts course (either Music or Drama) and one Visual Arts course (either Visual Arts or Media). These courses run for one semester each.

Year 8 students may not get their first preference in Arts due to timetable changes in 2027

Drama (Performance Arts) - \$50

In Year 8 Drama, students will be given the chance to organise, polish, and display their dramatic performances to their peers, following safety procedures and utilizing drama techniques and norms. They will delve into a variety of areas including voice and movement methodologies, reflective writing procedures, aspects of drama, the creation of credible characters and the arrangement of the stage. They will also enhance their spontaneous performance abilities, teamwork effectiveness and confidence improvement. Students will explore various forms and styles such as Children's Theatre, Readers Theatre, and Soap Opera.

Music (Performance Arts) - \$50

Music explores the world of rock and pop music. Students learn how to identify musical characteristics and structures common in contemporary music. They have the opportunity to research, analyse and report on a variety of songs and artists. Students will have the hands on experience at playing rock and pop classics on guitar, bass, keyboards, and drums.

Media (Visual Arts) - \$50

Step into the dynamic world of Year 8 Media, where students embark on an exciting journey exploring photography and filmmaking. Through in-depth analysis of photography, students unravel the secrets of visual storytelling, mastering composition, design elements and photo editing to create their own set of digital photographs. Students then dive into the captivating world of film, decoding cinematic mysteries and drawing inspiration from iconic film scenes. Students will create their own movie scene from concept to production, where they will plan, script, film and edit their self-made production.

Visual Arts (Visual Arts) - \$65

Visual Arts course is designed to help students learn new and refine already acquired artistic skills. By being involved in individual projects consisting of drawing, painting, printing and sculpture they will gain an understanding of elements and principles of art and design. Written analysis and research tasks will help students learn about exciting artists, past and present. This course is a great opportunity for students to grasp understanding of Visual Arts and allow an exploration and development of their own skills.



STARS FOUNDATION

\$80.00

Stars Foundation (Stars) provides a holistic program that supports Indigenous young women to attend and remain engaged at school, complete Year 12 and move into full-time work or further study.

Stars have been offering full-time, in-school support programs for Aboriginal and Torres Strait Islander girls and young women in the Northern Territory, Queensland and Victoria since 2015.

How Stars Works

The Stars program model is based on strong trusting relationships. The Stars room provides a culturally safe, warm environment – a place where the girls and young women in our program feel nurtured and inspired.

Our full-time mentors provide a diverse range of activities to support Stars students to develop the self-esteem, confidence and life skills they need to participate successfully in school and move into a positive and independent future.

We provide a culturally safe, nurturing environment in a dedicated 'Stars Room'. This means that the girls in our program can access the intensive support they need, when and where they need it.

The Stars Model

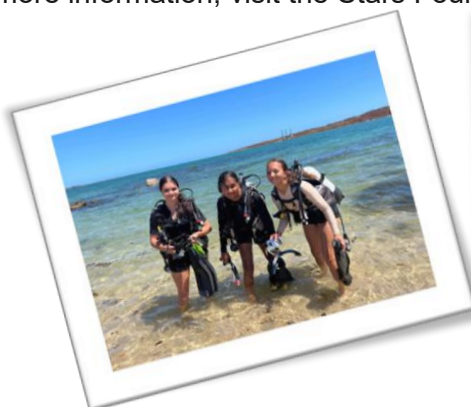
The Stars program is based around four key pillars of personal development:

- Education, training and employment
- Healthy lifestyles
- Wellbeing
- Community, culture and leadership

Stars offers personal development activities and experiences in many different areas, including academic support, personal health, wellbeing, music, drama, dance, art, cooking, nutrition, exercise and sport.

Students also take part in community, cultural and volunteering activities to build their life-skills and confidence and further develop their links to culture and community. Stars has a strong focus on successful transitions from school into full-time work or further study. Both before and after graduation, our full-time Transitions Managers provide intensive support to help our young women move successfully into full-time employment, training or tertiary study. For more information, visit the Stars Foundation website <https://starsfoundation.org.au/>

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CLONTARF NIL

The Clontarf Foundation (Clontarf) exists to improve the education, discipline, self-esteem, life skills and employment prospects of young Aboriginal and Torres Strait Islander men and by doing so, equip them to participate more meaningfully in society.

The Karratha Clontarf Academy provides support and mentoring to all indigenous males enrolled at Karratha Senior High School. The Academy has six full time staff based at the school with two Academy rooms. It focuses on six key pillars:

1. Education
2. Sport
3. Well-Being
4. Employment
5. Leadership
6. Community

All of these pillars are at the forefront during our planning of activities. Such activities include weekly morning training sessions, Academy lunches, work-site tours, guest speakers, volunteering at community events, camps (at least one per year group per term), afterschool excursions and morning pick-ups.



SUBJECT SELECTIONS ONLINE

Students are required to complete their preferences via our online portal at:

<https://client.subjectselectiononline.com.au/?school=4422t>

Students must follow the instructions throughout the site and identify their chosen Elective Subjects.

Students still have three options for elective subjects. These courses will run for the entire year.

Students who choose either Clontarf or Stars Foundation will choose only Option 1 and Option 2.

To login for the first time, use the forgotten password link, enter the email address supplied to the school upon enrolment of your child and you will receive an email stating your login code (Student Number) and a prompt to set your password.

This process needs to be completed by **COB Friday 28 August 2026** If you have any questions about the 2026 Elective Selection process, please contact the school on 9182 6900.

